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ABSTRACT

This booklet discusses action against bullying and gives information and practical ideas for the teacher and the school. The introduction explains why bullying should be a concern and how the booklet is to be used. Other sections deal with what bullying is and with anti-bullying action. Also included are four Action on Policy papers that can be used to work towards a practical policy of action against bullying. Action on Policy papers are addressed to the individual administrator and deal with the following topics: a school policy on bullying; publicizing your policy in the school; publicizing your policy to parents and the community; and what happens in your school. Following these papers are six "scenario discussion starters" for teacher groups, designed to illustrate different kinds of bullying for which groups are encouraged to find their own answers or alternative ideas. Subjects of the scenarios are: long-term bullying; supporting the victim; a bully group; what really happened? bully or victim? and "it's a stage she's going through." Information sheets on curriculum materials and ideas for inservice are also included. (NB)

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ACTION AGAINST BULLYING

Drawing from Experience

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Drawing from Experience

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The Scottish Council for Research in Education

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John Burdin, HMI (Chairman)

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1
INTRODUCTION

WHY YOU SHOULD BE CONCERNED ABOUT BULLYING

No teacher would condone bullying, but you may feel that in your school there is little or no problem. How can you be sure? Recent information from Childline in Scotland indicates that about 6% of the 9,000 children who telephoned did so because they were being bullied. A Scottish research study reported a similar figure, as did a national survey in Norway and smaller studies in England. There is no particular age group or kind of school which is at risk — or free of risk. The danger of looking for peak periods, or ages at risk, or types of school at risk is that teachers may begin to believe that these are the only times or ages or schools with a problem. This is not the case. Similarly, counting bullies and victims may become a substitute for action rather than part of a practical policy of action. You don't need to know if bullying exists in your school before you set up a form of insurance in the shape of a practical policy. Being bullied can have a devastating effect on victims ranging from absenteeism and under-achievement in school to depression and suicide. This booklet is designed to help raise awareness about bullying and to suggest ways of combating it.

Common sense preconceptions about bullying are not always correct. Bullies and victims do not come in standard shapes and sizes and a policy based on stereotyped assumptions about the causes of bullying will probably fail. You know your school, your pupils and your colleagues. This book helps you to know more about the problem of bullying and suggests ways of dealing with it.

- **The single most important thing a school can do to prevent bullying is have a clear policy to which staff, pupils and parents are committed.**

HOW TO USE THIS PACK

The booklet gives information and practical ideas for the individual teacher and for the school. The additional materials, and papers, provide examples and illustrations of ideas in the booklet. The three symbols:

are used in the booklet margins to refer the reader to appropriate support or discussion materials. Individual teachers may prefer to start by reading the booklet. For someone who wants to use the pack as a basis for in-service, the booklet might be issued prior to such a course or meeting. Alternatively, an in-service group could start by using some of the additional material provided. For example, you could start with:

Action on Policy papers : There are four of these. They will be most relevant to those in management or interested in management. The questions can be used to work towards a practical policy of action against bullying for the school. The booklet gives relevant backup on pp8–9, pp 10–11 and pp13–14. You may also like to have other school policy papers to hand, on discipline and on social education.

You can use **Action on Policy** *papers before reading the booklet—but the booklet alerts school managers to potentially difficult issues on p9 and p12.*

Scenarios: There are six of these. They illustrate different kinds of bullying behaviour and will be useful discussion starters with teacher groups. No 'right' answers are given; the intention is that different groups will find their own answers or alternative ideas. One way of encouraging discussion is to ask the group to alter the scenario(s) by changing the sex, age or race of victims or bullies, or to adapt a scenario to accord with different teacher reactions. Some teachers may consider adapting the scenarios for use with pupils, to raise awareness of bullying and to contribute towards a social education programme.

You can use the **Scenarios** *before reading the booklet—but the booklet will give you more ideas on possible ways to deal with bullying on pp8–11.*

Information sheets: There are two different kinds of further information offered under this symbol. Number 1 gives a list of curriculum materials: Number 2 gives some ideas for in-service.

REFERENCES

There are few direct references to research in this booklet, although it is based on a collation of work in this field, as well as on the experiences of practising teachers. We have deliberately avoided writing a traditional research review. A full annotated bibliography of all the research on bullying should be available in spring 1992; further information from: Alison Skinner, The National Youth Bureau, 17–23 Albion Street, Leicester LE1 6GD. Tel: (0533) 471200.

Those readers who would like to know more about the numbers of bullies and victims might read:

- SMITH, Peter K (1991) 'The Silent Nightmare: bullying and victimisation in school peer groups' in *The Psychologist: Bulletin of the British Psychological Society, 4*, pp243-248.
- For the results of a Scottish study, see MELLOR, Andrew (1990) *Bullying in Scottish Secondary Schools*. SCRE, Spotlight 23.
- *Report on the 3-month Bullyline 1990* (1991) Childline/Gulbenkian Foundation. Tel: 071 239 1000.

Those readers who are interested in a planned national campaign against bullying, will find the background and outcome of Scandinavian initiatives in:

- ROLAND, E *and* MUNTHE, E (1989) *Bullying: an International Perspective*. David Fulton Publications.

For those who would like more detail of researches, but in a form intended to be of practical use to teachers, we would recommend as further reading an overview by an educational psychologist:

- BESAG, V (1989) *Bullies and Victims in Schools*. Open University Press.

A useful collection of readings is to be found in:

- TATTUM, D P *and* LANE, D (eds) (1989) *Bullying in Schools*. Trentham Books.
- SMITH, Peter K *and* THOMPSON, David (eds) (1991) *Practical Approaches to Bullying*. David Fulton Publishers.
- ELLIOTT, Michele (ed) (1991) *Bullying: a practical guide to coping for schools*. Longman.

2
WHAT IS BULLYING ?

Does bullying have to be defined when we can all recognise it—but can we? What you may call bullying I may call 'just a game'. Bullying takes many forms. Bullying can be short-term, or can continue over years. Bullying can be physical or verbal or even just a look. Bullying can be overt or subtle intimidation. Different teachers may define bullying differently, or put different interpretations on what they see. Indeed, teachers may not always recognise bullying behaviours when they see them.

This ambiguity and uncertainty means that nothing can be taken for granted. Different teachers in the same school may try to tackle their perceptions of bullying in different ways, ways which may seem inconsistent and contradictory to pupils. If the school wants to develop a practical policy to tackle bullying these possibly conflicting definitions will have to be aired and discussed. The discussion itself is a valuable part of action against bullying.

- **An open, agreed definition of bullying is important because an active policy is impossible without one.**

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. To do this, the bully has to have some sort of power over the victim, a power not always recognisable to the teacher. The question is, to what extent is this illegitimate and bullying use of power seen as wrong within the social consensus of your school. This is a key point. For some pupils, bullying behaviour *is* legitimate in their out-of-school world, where strength is shown through bullying. Parents may teach their children to stand up for themselves; they may also teach them to get their retaliation in first. In these circumstances, the school has some hard thinking to do about how bullying is to be tackled. What sort of values does the school promote? If they differ from home values, how can the school begin to tackle bullying? This is a problem some teachers have tried to resolve through the curriculum, by using social education and creative language work to broaden pupil perceptions. Tackling bullying is one part of making the school a happy place for everyone.

BULLYING BEHAVIOUR

How bullies exercise their illegitimate power depends on who they are, who the victim is, and the context. This is what makes a descriptive definition of bullying hard to achieve. Some male bullies tend to use threats of violence or actual physical intimidation, while some female bullies prefer verbal malice or exclusion of the victim. This fits the stereotyped bully picture. On the other hand, some male bullies prefer verbal tactics and exclusion of the victim, and some female bullies physically attack their victims. This contradicts the stereotype. Older bully pupils are more likely to use words or social ostracism. Very young children use aggressive behaviour to bully others, although infant teachers may not see this aggression as bullying.

All bullying is aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying. Bullying is aggressive, but it is more complex behaviourally than a punch-up or foul language. Bullying in the form of emotional or psychological aggression is less visible to teachers, but very painful to the victims. *Any* behaviour which is the illegitimate use of power in order to hurt others is bullying behaviour.

SILENCE AND SECRECY NURTURE BULLYING

Teachers can give their pupils the message that speaking out about bullying is sneaking, that telling is weakness, even deliberate trouble making. How do you treat pupils who speak out about bullying? What is done in your school, and who knows about the action taken? In some schools the reaction to uncovering bullying was to find a way of removing the victim. Such behaviour defines bullying as acceptable in that school, provided it is kept out of sight.

Even in schools where pupils are encouraged to speak out, popular belief is that bullying is secret, therefore difficult to discover and eradicate. Bullying certainly takes place in 'secret' locations of the school, areas which are lightly or nominally supervised, eg the toilets, or behind sheds or outhouses. Hints and reminders of the bully's power may be given in the classroom itself, without the teacher being aware of this. On the other hand, bullying is not necessarily kept secret from other pupils. Other pupils as witnesses may be just what the bully seeks.

Of course, there is no single pattern of bullying behaviour, but the question of witnesses and secrecy is a vital one. If non-involved pupils are in on the secret, what do they think when teachers don't act to protect the victim? Do they think teachers don't care? Do they think the victim deserves it for some reason? Do they think that the school knows about and accepts such behaviour? Silence and secrecy undermine the power of the school and affirm the power of the bully. This can be fought through open discussion of bullying and the creation of an active, practical policy.

- **To be seen to act is as important as taking action — silence and secrecy nurture bullying.**

RECOGNISING BULLIES

The traditional stereotype of the bully is of a boy (and it's usually a boy) who is academically or personally inadequate, who may be bigger than his peers and who bullies to gain respect or power. The additional character touch beloved of comics and old-fashioned children's books is that all bullies are cowards at heart.

- **If you rely on this stereotype to tell you who is bullying, you may well be wrong.**

It is the case that boys are more likely to *admit* to bullying than are girls, by as much as three or four to one. This does not necessarily imply that boys are more likely to *be* bullies than are girls. It does imply that it is socially more acceptable for boys to admit to being bullies. We really do not know whether boys rather than girls should be the prime target of any intervention. We do know that any school-based intervention has to take place within a wider social context where it is acceptable for boys to admit to bullying.

Sometimes the class bully or the school bully is like the cartoon counterpart or stereotype, but not inevitably. There is no unique collection of characteristics that adds up to a bully. Pupils who bully others are not always easily recognised. Bullies can be the kind of pupils who are:

- academically achieving less
- achieving as well as — if not better — than their peers
- unpopular or insecure
- quite secure and happy.

Bullies can also be victims, although these bully/victims are in a minority. Both male and female bullies do have something in common, however:

- bullies tend to have assertive, aggressive attitudes over which they exercise little control
- bullies tend to lack empathy; they cannot imagine what the victim feels
- bullies tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment.

These attitudes have implications for any curricular intervention aimed at the prevention of bullying. For example, co-operative work and non-aggressive behaviour can be praised. Empathy can be increased through role play, or exposure to relevant stories. Language work and social education can pick up the theme of how other people feel. These are steps to combat bullying behaviour.

What about the bully's home background? There is research on how bullies are 'created', but again no single, standard picture emerges. The parents of bullies may have been overly tolerant of infant aggression, they may be people who are themselves aggressive, they may be people who try to keep their children under very tight control, or they may reject the child. All we can say is that a teacher or headteacher dealing with the parents of a bully cannot afford preconceptions.

It is difficult to get at the 'real facts' about who bullies. Bullies do not come in standard sizes. Bullies are not recognisable stereotypes. If teachers rely on the stereotype definition they may not recognise other bullying. They may discount or ignore stories from victimised pupils if the bully does not meet the stereotype. Bullying behaviour may be dismissed as bossiness, or leadership or natural competition. This leaves the victim unsupported. It also means that the teacher has ceded some control to the bully. If other pupils witness the bully at work yet see no action taken by teachers, what will they think? How will they define what is acceptable in their school?

BULLY GANGS

Although the preceding paragraphs speak of 'the bully', bullies can come in multiples, as teachers will know. Some bullies act individually, to demonstrate their power or leadership to their gang of friends as well as to witnesses. Some bullies actively persuade all their gang to join them in bullying, to confirm the solidarity of the group. There are even victims who play up their role as a way of 'joining' the gang. Bullies in a group can be particularly difficult to deal with especially when, as in the group, ideas of individual, personal responsibility fade away.

Bullying by a gang or group of pupils is more likely to become visible than bullying by an individual, simply because more people are involved. It is a type of bullying which causes teachers and headteachers great concern; the reaction may be to punish all those involved and perhaps to try to break up the gang. This natural but stereotypical response may be less effective than imagined. The gang may transfer its activities to the street outside, for example, or may take up an anti-school, disruptive attitude.

In dealing with bully gangs, it is the stereotypical response to be wary of, the impulse to punish first and consider alternatives later, if at all. We will return to the broader question of dealing with bullying by groups later. At this stage we note the obvious, that all bully gangs or groups are made up of individuals. In the school there will be a teacher or teachers who know these individuals. Their expertise can be the basis of a long-term response to the bully gang, a response which may have more effect than a stereotyped reaction.

RECOGNISING LIKELY VICTIMS

What we have so far is a bully who will not be stereotyped, and behaviours categorised as bullying through the context and intent. Is the victim any more identifiable?

A stereotype exists here too of a weak, shy, small child — someone anxious, uncertain and 'different'. Teachers can watch over such pupils, just as they can prepare the class for a new pupil, support a new pupil and help integrate a new pupil into the classroom or the school. For example, pupils entering secondary school, a peak period of pupil worry about becoming a victim of bullying, recognise that the guidance staff are there to help and protect them; as one pupil wrote:

> "If you are being bullied you would go to Mrs X [guidance teacher].
> She is there to help you."

Newcomers, pupils who are visibly different and pupils at transition stages are identifiable to teachers. They are not inevitably victims of bullying. Teacher action in advance may often succeed — or the bullies may avoid these seeming victims for another child.

Bullies pick on vulnerable children, but it is difficult to judge in advance who might be seen as vulnerable. In some cases, children seen as different in appearance are bullied. In other cases physical appearance is not so important. To the adult eye, some victims seem no different to other children. The 'difference' may be a notional one used to justify the bullying, to claim that bullying is in some way deserved or self-inflicted. Who then is vulnerable? Victims may be pupils who:

- are new to the class or school
- are different in appearance, speech or background from other pupils
- suffer from low self-esteem (but it's not clear whether this is a cause or effect of bullying)
- demonstrate 'entertaining' reactions when bullied, eg tantrums, loss of control
- are more nervous or anxious (but witnesses who are not bullied are found to be just as anxious).

All of these possibilities are simply possibilities, not predictions of victimisation. The victim may be the child who is in the wrong place at the wrong time, and who reacts wrongly.

- **Vulnerability isn't always visible to adults. The victim may look like any other child.**

A quiet, self-contained pupil may be suffering in silence, invisible to those who could help unless encouraged by school policy to speak out. Victims may be found among pupils who are different or vulnerable, but these characteristics are not necessarily evident to adults. Teachers have to be alert to the behaviour of 'ordinary' pupils as well as supporting those pupils evidently different from their peers.

VICTIMISED GROUPS

Some potential victims are identifiable as individuals; some are identifiable as members of a group. The group can be real or it can be notional, for example, there are boys who bully girls. The girls are a real sub-group of pupils, and the boys' bullying is possibly supported by a particular background of attitudes towards women. There are pupils who bully 'swots' or 'toffs'. These victims are not necessarily members of an identifiable group of pupils who are more successful academically or live in posher houses. The characterisation of 'swot' or 'toff' may be the excuse to justify the bullying as acceptable dislike of people who think

they're better than everybody else.

Pupils can be victims if they are in the wrong group. There are different ways to be in the wrong group, of course. The most obvious is to belong to a different racial grouping. When bullies pick on an identifiable racial sub-group it can be very difficult for the school. If the bully pupils are bolstered by a home background which encourages their behaviour, the problem is made worse. How the school tackles the problem sends out messages to pupils and parents. An anti-bullying message could be less contentious than an anti-racism message, perhaps. Whatever the school does about the bullying of pupils carries a message, whoever the victims are.

WHAT BECOMES OF BULLIES AND VICTIMS?

One good reason for having an active school policy is that such a policy will help create a positive ethos. Such a policy could also be a first step towards help for bullies and victims.

In research terms, the effects of childhood bullying on the bully are not proven, although negative results have been claimed. For example, some writers have suggested that those bullies who are disaffected from school will have problems in adolescence and adulthood, and will not 'grow out of it'. Others have suggested that this behaviour has been part of the bully's background and infant life and will be part of his or her pattern of adult life. Until someone does a longitudinal research following the lives of bullies (of different kinds) over the years into adulthood, these theories must be treated with caution.

It seems likely that a successful bully will carry on bullying. It also seems likely that this will apply not only to physical bullying or threatened aggression, but to emotional and psychological forms of bullying. However, we cannot assume a causal connection between bullying and later anti-social behaviour any more than a connection between bullying and becoming a successful captain of industry.

What happens to the victims of bullying is an emotive subject. Some victims may recover; some may bury the experience. There are others who suffer from emotional stress which leads to a range of outcomes such as:

- absenteeism
- under-achievement in school
- childhood depression
- suicide.

Victims may see themselves as inadequate and friendless; they may become withdrawn, depressed children, strangers to their family. Even worse, victims may come to believe that they deserve the treatment they receive from the bully. Why not, if no adult intervenes?

3
ANTI-BULLYING ACTION

Tactics to deal with or to prevent bullying work — sometimes. There are no certain cures, only ideas which have succeeded with other pupils in other contexts. There has been no monitored intervention research in Britain, although a major state-funded project has now begun at Sheffield University.

Research in Scandinavia began much earlier and there are strategies which emerged from the Norwegian national anti-bullying campaign, for example. There was nothing new or different about these strategies. What was new was the publicity given to the effort to tackle bullying. A package was produced for all schools comprising a booklet and a video, and including a brief information sheet for all parents. A survey of 600,000 pupils was carried out and data from a sample of 80,000 was analysed. The campaign started in 1983, with evaluation in 1986 (Janus Project). The incidence of bullying decreased in schools where the package had been given a high profile. This was attributed to an active policy in those schools rather than to any specific strategy. However, the overall incidence of bullying in schools apparently *increased*. In some cases, the school had not given prominence to open policies and to practical action, although pupils were speaking out and teachers were reporting bullying. The Norwegians are now trying to tackle the problem of encouraging schools to act against bullying by studying the infrastructure of schools. This cautionary tale has implications for any school.

- **If you encourage pupils and teachers to speak out, you may well seem to have 'more' bullying.**
- **Unless you have some plan or policy to implement, and the will to implement it, the apparent increase in bullying in your school will not be resolved.**

IMMEDIATE RESPONSES TO BULLYING

So far, we have talked about policies or plans or strategies as if they were somehow self-evident. In a sense, they are. If we look at some of the ideas offered we will see that they reflect practices with which teachers are in the main familiar.

S 1–6

If you come across bullying what can you do?
First steps: do —

- **remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation**
- **take the incident or report seriously**
- **take action as quickly as possible**
- **think hard about whether your action needs to be private or public; who are the pupils involved?**
- **reassure the victim(s), don't make them feel inadequate or foolish**
- **offer concrete help, advice and support to the victim(s)**
- **make it plain to the bully that you disapprove**
- **encourage the bully to see the victim's point of view**
- **punish the bully if you have to, but be very careful *how* you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power**
- **explain clearly the punishment and why it is being given.**

Involving others: do —

- **inform school management and/or other appropriate persons, eg the guidance staff in a secondary school, or the head of the infant department in a primary school**
- **inform colleagues *if* the incident arose out of a situation where everyone should be vigilant, eg unsupervised toilets**
- **inform/ask your headteacher to inform both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.**

Final steps: do —

- **make sure the incident doesn't live on through reminders from you**
- **try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.**

If you have to deal with bullying, what should you avoid?
Don't —

- **be over-protective and refuse to allow the victim to help him/herself**
- **assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully**
- **keep the whole incident a secret because you have dealt with it**
- **try to hide the incident from the parents of the victim or of the bully**
- **call in the parents without having a constructive plan to offer either side.**

THE IMPORTANCE OF KNOWING THE PUPILS

The do/don't lists tend to assume that all pupils are known to the staff, and that bullies act individually. This is not always the case. Even in a large secondary school, teachers hope to get to know pupils but sometimes this is not possible. In any large school, primary or secondary, not knowing the pupils makes it difficult to deal with indiscipline. For example, it makes it easier for pupils to behave rudely in the corridors, to shout insults and run, or to indulge in some form of minor vandalism. It also makes it more tempting for the teacher to rely on stereotypes of bully and victim to help resolve problems, if some incident of bullying occurs.

Bullying incidents may be speedy and anonymous in any larger school - but if you have the victim you at least have a start. However, unless the victim believes that teachers can act, that the school means what it says, then little can be done other than offer a short-term response. What sort of message does your school give about bullying? Part of the message is the way in which victims are seen by the teachers, and whether victims are encouraged to speak out.

DEALING WITH A BULLY GANG

Bullying by groups of pupils increases the difficulty of dealing with the problem. A punitive response to an individual bully conveys the hidden message that it's all right to be aggressive if you're the boss. A punitive response to group bullying can in addition trigger group solidarity; we can take it and we won't change.

It is important to know something of the dynamics of the bully group before you act. This is where the teacher's knowledge or the additional expertise of guidance staff in the secondary school will be very valuable. Groups are cohesive and difficult to deal with. Maybe

you might make an example of the leader? But this can cause resentment and draw the group closer together.

One suggestion is to tackle each group member individually, and to get each person to take responsibility for his/her actions. Norwegian research indicates that bullies who belong to groups are quite willing to talk, and suggests also that one-to-one discussion with a skilled teacher or counsellor can be productive of change. This is a response demanding skill and may require staff training.

BULLY COURTS

The idea of bully courts has been given much publicity recently. This arose from the work of Michele Elliott in developing the Kidscape programme, a package of ideas for teachers on how to tackle several childhood fears and problems through action in the school. The main focus of the package is the prevention of child abuse, but bullying is part of this overall picture.

The idea behind the bully court is to demonstrate to the bully that his/her fellow pupils openly disapprove, that most pupils side with the adults in seeing bullying as anti-social aggression. In other words, the bully is subjected to peer pressure. This raises several problems which some of the more enthusiastic proponents of bully courts skate over. For example:

- If the children judge and the teacher observes, the limits of 'punishment' available have to be predefined very strictly. The pupils may advocate vengeful measures if given their heads.
- What sort of 'punishment' can be meted out anyway? A punitive response can make the problem worse. How sophisticated a response can the pupils make? What factors can they take into account?
- How will the victim feel? Is the bully court a further humiliation, a proof of weakness? You cannot offer bully courts for some victims and not for others — or can you?
- If the bullies are a gang, will the bully court make them worse? Bully gangs are difficult to handle.
- What will you tell parents? Parents will have to know and agree in advance, otherwise problems will arise. Problems may still arise if a bully pupil goes home in tears after a court 'hearing'. How will the parents react?
- What if the 'punishment' doesn't work? How will the pupils react? What can you do?

This long list of questions arising gives a more negative picture of bully courts than they deserve. Nevertheless, press publicity given to this approach tends to ignore possible problems and to assure teachers that all will work out fairly. This has not always been the case. The bully court is an approach which an experienced teacher could use to great effect, but it is more difficult to handle than press reports might indicate.

PREVENTATIVE TACTICS

Some of the preventative policies against bullying are ideas which underpin initiatives like Skills for Adolescence and Skills for the Primary School Child. Others focus on curricular content as a vehicle for helping children to behave in a socially responsible way. These initiatives are, or can be, part of school practice. The most important preventative measure is to have a policy under which such practices can take place.

If you want to prevent bullying in your school, experience suggests:

Start with a policy —

- ***discuss what counts as bullying in your school; set up a policy***
- ***emphasise prevention; schools which did this had less bullying***
- ***relate the policy to overall social education and good discipline policies***
- ***act on your policy; encourage colleagues to agree that it's not 'somebody else's business'.***

Know your school —

Try to look at the school afresh. Where might bullying occur? Consider:

- ***a survey***
- ***spot checks***
- ***getting pupils to write about the school***
- ***getting pupils to draw a plan of the school, with 'danger' areas marked.***

Keep full records of all incidents, discussion and any resolution.

Support your pupils —

Re-assess how you look after your pupils in general. Consider:

- ***do all pupils know that the school cares about bullying?***
- ***do all pupils know they should speak out?***
- ***(secondary school) how available and accessible are guidance staff?***
- ***(primary school) is there an available and accessible person clearly designated to help pupils?***
- ***what messages do you give new intakes about bullying?***
- ***what are your procedures for integrating a pupil new to the school?***

Think ahead about supporting both victims and bullies. Consider:

- ***can the victims be trained to be more assertive or more skilled socially? Who can do this, how, when?***
- ***can the bullies learn to control their aggression or be more empathetic? Who can help them do this, how, when?***
- ***can other pupils be drawn in to help victims and bullies?***

Use the curriculum —

Try to work through the curriculum. Do messages about acceptable behaviour get transmitted in the classroom? Examine:

- ***your social education programme***
- ***positive ways of getting the message across through drama, role play, discussion, games.***

Communicate —

- ***keep publicising your policy to pupils and to all staff***
- ***keep parents informed, let them know that the school acts to prevent bullying, not just to deal with bullying incidents***
- ***examine the hidden curriculum; what kinds of messages do the school documents and the school staff give out?***
- ***build on what your school values.***

OPENING A BOX OF PROBLEMS?

The watchfulness of the individual teacher, inside and outside the classroom, is one kind of preventative activity. Working through curricular approaches in the classroom is another. These steps can be taken by a concerned teacher as an individual. They can also be fostered actively by school management as part of an anti-bullying policy.

- **An active whole-school policy is what pays off.**

If you are in school management, there are problems to consider as well as decisions to make about what kind of policy suits your school. One problem may be that of persuading staff that this is a serious issue which deserves action. Another problem may be that, once bullying is brought out into the open, and is discussed in the school, bullying of pupils by a teacher may emerge. Some teachers use bullying behaviour to control their pupils. This will surface as a problem if a pupil or parent or colleague complains of such a teacher. Can this be tackled tactfully, without driving a wedge between management and teachers? If it isn't tackled at all, what message will that give about bullying? These questions emphasise the hard fact that having a policy and applying the policy consistently and promptly have to be worked at. One way of working at this is to anticipate problems and to consider potential solutions. The specific problem of a bullying teacher has to be addressed in the wider context of developing policy on the school's expectations of how *all* members of the school community should behave towards each other.

A policy on anti-bullying may heighten awareness of teachers who bully their pupils. What if such a policy also encourages teachers to speak out about a head of department or other colleague who bullies staff?

Conciliation of such a problem will require skilful management.

PUPIL TO TEACHER BULLYING

There is another problem which surfaces particularly in the secondary school, although not exclusively. This is a problem often defined as a form of indiscipline. New teachers are tested out, to see how they cope. This can shade off into a situation where pupils bully teachers; as one young, female teacher wrote to us:

> "I have one particular class of S4 boys, they're all bigger than me, and I feel threatened all the time. I don't know what to do about them."

This situation can be difficult for the teacher to admit to. Losing control of a class may be seen as weak and unprofessional. The principal teacher (or headteacher, in the primary school) is the person who can encourage the teacher to speak out. One way of doing this would be by being open about such problems and defining such pupil behaviour as deliberate bullying. If the prevention of bullying is policy in the school, then a part of this policy can extend to helping teachers without defining them as poor teachers.

HOW FAR CAN PREVENTION GO?

Involving parents and involving the community at large are generally seen as positive things for a school to do. In relation to anti-bullying, some schools have attempted to involve all parents by giving out a general statement of school policy, to raise awareness of the issue. Others only involve parents when trouble occurs. This may reflect how different schools see their catchment areas, or how different schools see their responsibilities. Some headteachers may be worried that in giving publicity to measures tackling bullying, they give parents the

idea that bullying is rife in their school. Others may see it as their responsibility to make an issue of anti-bullying.

There is no denying that taking up an ethical stance on responsibility, and defining responsibility as extending out beyond the school gates can be difficult. There are dangers and drawbacks, but there may be possibilities to consider. For example, for some schools, most bullying may take place on school buses. If school responsibility is defined as extending to school buses, then the headteacher may be able to persuade the bus company to take preventative steps such as having a regular driver or avoiding overcrowding. If the school defines responsibility as stopping at the school gate, then working through the curriculum and through reminders and exhortation are the approaches available.

Taking some responsibility for pupils outside the school may be beyond the resources of your school. Whether such a possibility is at all realistic is for those in the school to judge. In respect of anti-bullying, there may be added difficulties if the parents have opposite views to those advocated by the school. The community itself may be split into feuding factions, reflected in pupil-to-pupil bullying. This can be the case in small towns or rural schools as easily as in larger city schools. Just as knowing your pupils is the best kind of assistance in dealing with bullying, knowing your parents is the best basis on which to judge how far you can reasonably push an anti-bullying policy.

HOW TO INCREASE EXPERTISE IN THE SCHOOL

Nobody is completely expert in dealing with or preventing bullying. Bullies and victims don't come recognisably labelled. Stereotypes can be inaccurate. Bullying behaviour isn't always instantly identifiable. Victims can be hurt by actions which in themselves may appear relatively trivial. To increase expertise, what can be done is to increase awareness of bullying as a problem. When teachers recognise that bullying is a problem, not an expected part of childhood, then what can be done is to increase teachers' awareness of strategies to tackle bullying.

This booklet tries to give some ideas about the alleviation and prevention of bullying. The teacher who reads this and who is motivated to act can have an effect. Such a person can have a greater effect if he or she can persuade colleagues to take the problem seriously and to act. However, the greatest impact will be made if school management and teachers work together on implementing a school policy.

For headteachers and other senior staff who read this, and who are motivated to act, we suggest three important steps towards an effective policy:

- ***Find out what the teachers and pupils in your school count as bullying***

This can be done informally with staff, and in itself will be a way of raising awareness of the issue. You may wish to consider who should be included in awareness raising. Teachers are not the only adults in the school. The janitor, the dinner ladies, the office staff and the auxiliaries may all have something to say on bullying.

- ***Make it clear why everyone should care about bullying***

Action will only come about if people take bullying seriously. If the adults in the school see bullying as normal childish behaviour, or weakness on the victim's part, then a preventative policy may seem to them unnecessary.

- ***Make it clear that stereotyped definitions of bullies and victims don't always apply***

Relying on stereotyped definitions can lead to wrong conclusions. Thinking about what counts as bullying can help break down stereotypes.

Once a policy has been discussed and formalised, it must be kept active. Teachers themselves have a lot of expertise. The final question for school management to consider is how this expertise can be brought to bear on the problem of bullying. If teacher expertise can be directed to the problem then the policy will become an active one. An active anti-bullying policy will contribute to the good health and positive ethos of your school.

Bullying which is unchecked, or which teachers seem to condone by ignoring, affects not only those immediately involved but the school in general. A positive and caring ethos demands an active anti-bullying policy.

FURTHER INFORMATION

There are a few resource packs available. Some are solely concerned with bullying while others deal with bullying within the wider framework of teaching children about personal safety. Some schools have found that their local authority has bought or will buy these packs for loan to schools.

Bullying—A Whole-School Response

This is a pack with videos and additional material, designed for in-service use. There are three videos:

1. What is bullying?
2. Using the curriculum
3. Community and ethos

Each video comes in a primary school and a secondary school version. The pack has been designed by Delwyn Tattum and will be available in December 1991.

- Further information from Drake Educational Associates, St Fagan's Road, Cardiff.

Kidscape

The Kidscape programme deals with wider aspects of personal safety as well as bullying; to date it includes:

Kidscape Primary Kit: Teaching 5-11 year-olds (1986). This includes *Stop Bullying* and *Keep them Safe* plus teaching notes, video and posters.

Programme for the Under 5s (1988). (An additional manual to adapt the primary kit for the under 5s.)

Teenscape — A Personal Safety Programme for Teenagers. Michele Elliott (1990)

Kidscape material may be purchased as separate items. Enquirers will be sent a current list of resources and prices; include a SAE with your request. Write to Kidscape, World Trade Centre, Europe House, London E1 9AA or telephone 071 488 0488.

The Prevention of School-Based Bullying: A Whole-School Approach

Humberside County Psychological Service: Distance Learning Pack

This pack is for staff use in infant, junior and primary schools. There are four modules to be completed, and the authors suggest that all four need take up no more than one INSET day. This material is not just intended to be a training pack. The authors state, 'When it has been completed the school will have a positive and continuous system for monitoring and preventing within-school bullying'.

- Further information is available from the County Psychological and Child Guidance Service, Thoresby Centre, Thoresby Street, Hull, North Humberside HU5 3RQ or telephone (0482) 46437.

'Speak Up' Video/Teaching Pack

Lothian Regional Council

Contents include: the video of a musical play about bullying, *It's no just Rough and Tumble;* video transcript, rationale behind the play; script and musical score; written material on bullying; useful policy statements; teachers' notes and sample of children's work; poster,

sticker and pen. This pack includes a copy of *Bullying: A positive response: advice for parents, governors and staff in schools* by D Tattum and G Herbert.

- The public availability of this pack is under discussion. For further information contact Lothian Regional Council, Education Department, 40 Torphichen Street, Edinburgh EH3 8JJ or telephone 031 229 9166l.

Skills for the Primary School Child

TACADE (Teachers' Advisory Council on Alcohol and Drug Education)
This is designed as a progressive Personal and Social Development course for 5-11 year olds and involves issues of personal safety including bullying. The material may be used on its own but it is designed as a foundation for the *Skills for Adolescence* programme, a small part of which tackles bullying through personal development. Please note that TACADE will not send *Skills for Adolescence* out to those who are not trained to use it.

- For further information, including an explanatory leaflet *Skills for the Primary Child — An Overview*, contact TACADE, 3rd Floor (Publications Department), Furness House, Manchester M5 2XJ or telephone 061 745 8925.

Sticks and Stones

This is a video with accompanying leaflets.

- Further information from the Video Resource Link, Central Independent TV, Broad Street, Birmingham B1 2JF.

Time to Talk

This is a video and linked information pack aimed at developing coping skills in older children. The pack explores a number of issues, eg bullying, extortion, racism, etc. Suggestions are provided for structured discussion, project and peer group work.

- For further information on this and on a separate Teachers' Resource Pack offering guidance for teachers in helping children come to terms with difficult emotions, contact the Samaritans, General Office, 10 The Grove, Slough SL1 1GP or telephone (0753) 532713.

ADDITIONAL MATERIAL

Three kinds of support materials accompany this booklet—Action on Policy papers, Scenario discussion starters, and further Information sheets. The pack includes photocopiable masters of this material.

Action on Policy papers

A School Policy on Bullying

Publicising your Policy in the School

Publicising your Policy to Parents and the Wider Community

What Happens in Your School?

Scenarios

Long-Term Bullying

Supporting the Victim

A Bully Group

What Really Happened?

Bully or Victim?

It's a Stage She's Going Through

Information sheets

Information: Curriculum Materials

Information: Ideas for In-service

A1 A SCHOOL POLICY ON BULLYING

Research shows that having a policy helps to combat bullying
IF:

- everyone knows what the policy is
- the policy is applied consistently
- everyone believes in the policy.

Things to discuss in developing a policy:

1 **What counts as bullying in your school?**
Pages 3-4 in the booklet will help you get started.
S Scenarios illustrate, for teacher discussion, some kinds of bullying behaviour.

2 **What are the aims of your policy to consist of?**
Think about:

- preventing bullying
- dealing with bullying if it occurs
- building on your school discipline policy
- fitting in with your social education policy.

Pages 8–13 in the booklet raise issues and possible solutions.

3 **What is the policy to consist of?**
Think about:

- raising awareness through the curriculum
- giving pupils opportunities to talk about bullying in general
- supervision of key areas of the school
- procedures for investigating incidents
- guidelines for listening to victims, witnesses and bullies.

4 **Who is going to do what?**
Can you identify specific responsibilities for specific people: teachers, pupils, parents, ancillary staff?

5 **How are you going to get the policy over to all concerned?**
A2 Action on Policy 2 suggests ways of publicising the policy—but how are people to be encouraged to be committed to the policy? Can you involve the school board, teaching/non-teaching staff, pupils and others in discussing questions 1-4?

Notes

PUBLICISING YOUR POLICY IN THE SCHOOL

By involving teachers, ancillary staff and pupils in drawing up a policy against bullying, you will have made them aware that the school is serious about tackling bullying.

How are you going to maintain momentum?

Some ideas to consider:

Posters

Think about using posters. Some schools have found these useful in stimulating discussion. Could your pupils and teachers become involved in poster design and display? Involvement in these kinds of activities can lead to involvement in preventing bullying.

Leaflets

Think about producing a leaflet for pupils on what to do if they are bullied or bullying others. Could your pupils and teachers become involved in drawing up a leaflet? A leaflet could be useful for other groups too. Designing a leaflet is also a signal that the school is serious about combating bullying.

Other ways

What other ways are there to get your teachers involved in publicising the policy? What ideas do *they* have? Ideas that lead to active involvement in stopping bullying are:

- using drama, or role play about bullying as part of the normal curriculum
- using strategies to make new pupils to a class feel at home
  - — remember that pupils who are new or different can be victims
  - — when you reassure new intakes, potential bullies are warned that such behaviour is unacceptable in your school.

Notes

PUBLICISING YOUR POLICY TO PARENTS AND THE WIDER COMMUNITY

Parents worry about their children being bullied at school. Giving your anti-bullying policy wider publicity will reassure them. It will also warn the parents of aggressive, bullying pupils that the school is prepared to act.

Informing parents

Parents will welcome a school policy to combat bullying. How will you inform them about your policy and the activities associated with it?

Leaflet

If teachers and pupils have been involved in drawing up a leaflet (see A2) this could be sent home to parents.

School Board/PTA/PA

Tell parents' representatives about your policy. Can they help spread the message to the wider community?

School prospectus

An item about combating bullying could be reassuring to parents thinking about sending their children to your school for the first time. It will also reinforce positive school policies about good discipline.

Other ways?

These are some obvious ways of letting parents know about your policy. What else might be done? Are there ways of involving them directly? For example:

- helping with a drama or musical about bullying
- paired reading of topical subject matter
- help with other school activities so they can see your policy in operation.

The wider community

- Some schools have involved the local crime prevention panel.
- Do you want to approach the local bus company about behaviour on buses if school transport is a concern?
- Can members of the School Board help with ideas?
- Can colleagues in community education help with publicity and/or ideas?

Notes

WHAT HAPPENS IN YOUR SCHOOL? 4

As part of your action on policy, you can take steps to find out what is happening in your school or with your own class.

As a class teacher, you can...

- Be watchful, observe the social relationships between pupils in the class
- Investigate the pupils' views
  — try a sentence completion exercise on bullying
  — ask pupils to complete a story on bullying
- Keep records of any bullying incidents and what you did.

Watching pupils and analysing what they write will help you find out more about your pupils and bullying. Keeping a full record will help you to get help from school management and/or parents. It may also help you identify useful strategies.

As a guidance teacher or headteacher you can...

- Encourage colleagues to be watchful and to discuss potential problems
- Carry out a school-wide observation exercise to chart trouble spots
  — do this yourself/with a small group
  — encourage all staff to keep a diary of any incidents they see over a week
  — involve ancillary staff; what do they see?
- Carry out a school-wide exercise to see what pupils think
  — ask pupils to write anonymously about bullying and what should be done about it
  — ask pupils to write about (or to draw a plan of) areas of the school which are safe or unsafe, and what should be done about this
  — carry out a questionnaire survey (someone will need to take overall responsibility for its creation and analysis)
- Keep records of any bullying incidents and what you did.

Watching pupils and analysing what pupils write will help you find out more about who is at risk and where they are at risk. It will also help you find out more about what it is that concerns your pupils and how they think the school should act. Keeping a full record will help you to deal with parents and with staff who may try to dismiss the problem. It may also identify useful strategies.

Even if your current pupil intake has few problems, finding out pupil views can be a step towards a school policy. Don't wait until bullying can be proved before you act against it.

Notes

LONG-TERM BULLYING

SCENARIO 1

At the parents' evening for S3, the parents of a boy complain. George is arriving home late from school obviously distressed and with money missing. They feel that their son has been the victim of different bullies at different times in his school career. They thought that the bullying would cease as their son got older, as both he and his tormentors would mature and 'grow out of it'. This has not happened. They have come to realise that their son cannot be expected to cope alone any more. They want to know what the guidance teacher can do.

What should the guidance teacher do?

This guidance teacher had not been aware of the problem. On talking to George privately she discovers that he has been subjected to long-term bullying throughout his primary and secondary schooling and when he told his register teacher in S1 he was told to stand up for himself and not to whine. He appeared to be a physically strong and emotionally well-developed child and was therefore expected to handle the situation. But now he has become so worn down that he was prepared to tell again in the hope that something would be done.

What should the guidance teacher do next?

This guidance teacher gave the names of the suspected bullies and the victim to the headteacher who interviewed them all individually and issued warnings to each bully that their activities must stop. The headteacher also sent a letter to the bullies' parents telling them what had been happening but without identifying any particular victim. The victim and his parents were told that the bullies and their parents had been notified that this behaviour was unacceptable; if the victim continued to have a problem with this group or any other he was to tell immediately. The guidance teacher was also informed and requested to 'keep an eye on the boy' and talk to him in private from time to time to see that all was going well.

Would this solve the problem? Why do you think so?

What happened next? The headteacher.

The father of one of the bullies came to the school to see the headteacher. His son claimed that the victim had borrowed money from him and from other boys and had never paid it back. He had always taught his son to stick up for himself. His boy had been having a fight with the victim and the other boys had just come along to see fair play. He knew the victim and the boy was a liar.

What can the headteacher do now?

What happened next? The staffroom.

A maths teacher tells everybody in the staffroom. "I think George Smith in 3X is cracked. He asked me if he could change classes because he wants to avoid Alan Anderson. When I asked him why, he said the boy bullied him. I've never seen it ... I told him to stop being such a wimp. He's twice the size of Anderson anyway. He says he'd rather move out of the credit class than be with Anderson."

What went wrong in this school?

How could the bullying have been dealt with?

Notes

SCENARIO 2

SUPPORTING THE VICTIM

Sara, who is in S2, has been absent from school persistently. Her parents only discovered this when her guidance teacher, Mr Edwards, sent them a letter detailing Sara's absence and inviting them into school to talk things over with him. Before the meeting the guidance teacher consults the girl's register teacher and some of her subject teachers. He finds out that Sara is of average ability and mixes well with her classmates. There appear to be no obvious problems that would keep Sara off school.

The interview with Sara and her parents

During the interview Sara revealed that her absenteeism was due to her fear of a group of S4 boys who hang around the school gates before and after school. Sara felt that the group wanted to frighten her but all they did was to look at her in a threatening way and whisper to each other when she passed. They do not say anything to her or even anything she can hear.

Supporting the victim

Mr Edwards felt it was important to let Sara know that he believed her and would do all he could to help. He believes that the first course of action is to make sure that Sara does not have to enter or leave the school on her own. Her father could bring her to school and perhaps a 6th year boy or girl could walk home with her.

What do you think? Did Mr Edwards have any alternatives?

Sara thinks this solution will make her look like a baby if a girl takes her home. She wouldn't walk home with a S6 boy either because her friends would tease her. She tells Mr Edwards that she would prefer to make the journey with a friend and she resolves to ask some girls in her class to meet up with her before they go into and out of school. She says she will now tell her friends what has been happening and she knows that they will support her. Mr Edwards agrees to try this course of action.

Observation at the school gate

Mr Edwards decides to watch at the school gate for a few days. Are S4 pupils really threatening Sara in some way or is Sara misinterpreting their looks?

Was this a reasonable thing to do? Did this guidance teacher do enough?

He sees Sara arrive with Anne and Tracy. The S4 boys seem to ignore them. This happens over two days. On the third day, Mr Edwards stays inside the school and watches from a classroom window. Sara and Anne come in the gate. The S4 boys lean towards each other. They seem to be laughing. Sara goes red in the face and charges at the boys. They easily overpower her without seeming to hurt her. When they let her go she runs out of the school gate.

How could that strategy have been improved?

What can be done now to help Sara?

Notes

SCENARIO 3

A BULLY GROUP

The game

At playtime, in the bike shed, a group of P6 and P7 girls are cornering younger pupils. When youngsters are caught they are asked a series of questions and if they fail to give the right response the older children punch and kick them. The janitor witnesses this 'game' on a number of occasions and has put a stop to it by shouting at the culprits. As it has continued he has now reported it to the headteacher.

The janitor and the headteacher

The headteacher, Miss Ingrams, is pleased that Mr Roberts, the janitor, has brought the matter to her attention and she assures him that she will deal with the bullies immediately. Miss Ingrams feels that her response will encourage the janitor to report similar incidents. Mr Roberts wonders what she will do. The last time he reported a fight between pupils, nothing happened, as far as he knew.

Bullying is a sensitive issue. Who shares what information? What is your view?

The headteacher and the bullies

The same day the headteacher decides to speak to the bullies as a group in her office and reprimands them. She has a copy of the school prospectus. 'You all took one of these home,' she says, 'and it tells your parents what we do with bad pupils'. She tells them that if anyone catches them doing this again it will mean a letter home.

The group protest and say it was only a game and all support each other in this. But Miss Ingrams makes it clear that in a game all the participants enjoy themselves and it was obvious to the janitor that the younger children did not find the 'game' fun, some were crying. She reports that if Mr Roberts catches them again, she will contact their parents, then she dismisses them.

The message Miss Ingrams gives is 'don't get caught'.

The headteacher and the victims

The headteacher does not know the names of any of the victims but she has found out that they are P5s and so she speaks to their teacher, Mrs McLaren. She discovers that some of the children have complained of not being able to play in the bike shed because the bigger girls chase them. Mrs McLaren told them to play somewhere else.

How else could she have tackled the group?

Miss Ingrams is annoyed that Mrs McLaren has not reported this bullying to her. Mrs McLaren feels it's a fuss over nothing. Bigger pupils always chase the younger ones out of the shed. Mrs McLaren is annoyed when the headteacher speaks to the class and tells them to report any bullying directly to her.

Personal definitions of bullying differ. Could Miss Ingrams have acted earlier to avoid this? How?

The P5 pupils think they are in trouble for playing in the shed when their teacher told them not to, and are too frightened to speak out.

Nobody speaks out. Is the problem resolved?

A number of things went wrong in this school. Which policy points could have helped?

Notes

SCENARIO 4

WHAT REALLY HAPPENED?

In the playground at the beginning of the Autumn term a group of P6 and P7 boys and girls force two new P1s to fight each other. The outcome is that one of the P1s sustains facial bruising. Both P1s are warned by the bully group not to tell. When the injured child returns home his horrified parents decide to confront the headteacher with the injury. All the victim tells his parents is that Alan hit him.

What can the headteacher do?

Identifying the bully

The headteacher responds by interviewing Alan, the P1 pupil accused of bullying—again the interview fails to elicit what really happened because of the small child's fear of the bullies and of the headteacher, whom he does not know.

The incident seemed trivial to the headteacher. All pupils fall out at times, and little boys like to fight, he thought. He gave Alan a telling off and felt that the boy looked suitably subdued. The head informed the P1 teacher that the incident had been dealt with.

What happened next? The P1 teacher

Miss Evans kept an eye on Alan and his 'victim', Fraser. She was puzzled to see that Alan tried to avoid Fraser, while Fraser took every chance to hit or kick Alan—by accident, he said. Miss Evans consulted Mrs Lewis, head of the infant department.

What could Mrs Lewis do?

Finding out what happened

Mrs Lewis suspects that the boys' behaviour could be traced back to the incident in the first weeks of school. She approaches Mr Jones, the P7 teacher and asks for his advice. Would his pupils have noticed anything? Could they tell her what had happened?

What could Mr Jones do?

What happened next? The P7 classroom

Mr Jones doesn't want his pupils to make up stories about the start of term, just to please him or Mrs Lewis. He decides that he will take up the topic of bullying by getting the pupils to write about what they think happened to last year's P7 when they started at the secondary school.

Mr Jones finds that his pupils have a lot of different fears about bullying. He also finds out the truth about Alan and Fraser, eventually. He informs Mrs Lewis.

Is there anything he can do to help all the pupils in his class?

What happened next? Victim or bully?

By this time, Fraser has settled into a pattern of bullying Alan.

The school staff now know what happened.

How can they help both the P1 boys?

How can the headteacher try to prevent bullying?

Notes

BULLY OR VICTIM?

SCENARIO 5

David is in S4. He is big and lumbering, scruffy and dirty. He swears with every other breath. His family is notorious in the neighbourhood. David has learning support in English and maths, and causes trouble everywhere else. At break, he chases and pummels smaller children, boys and girls. The pupils call him a big bully, and the teachers tend to agree. The headteacher feels that playground behaviour is particularly bad just because of David. The head speaks to David's guidance teacher, Mrs Lindsay. Something needs to be done.

Mrs Lindsay thinks she has enough information. She calls David in to discuss his behaviour. David is surly and uncommunicative. Mrs Lindsay suggests that he play with other boys in the learning support group. David rejects this idea angrily and asks if he can help her at playtime instead. She reluctantly agrees.

Mrs Lindsay knows the problem isn't solved, but cannot think what to do. She consults Mrs Ames, the learning support teacher. Mrs Ames says that David complains to her of being teased and bullied, especially by gangs of S1 pupils. He's the one who gets caught, she says. Mrs Lindsay decides that after a few days of 'helping' her, David will go back to the playground and she will try to observe him.

When she does this, she finds that Mrs Ames is half right. David is the victim of goading and teasing — but he also seems to bully others not involved.

Where can the guidance teacher start? Does she need to know more?

Were there any other ideas the guidance teacher could have suggested?

Where can the guidance teacher get help?

Mrs Lindsay raises the problem in the staffroom. Her colleagues have opinions to give:

The maths teacher: All we can do is grit our teeth, watch him and just hang on until he leaves.

The learning support teacher: Maybe we could find something for him to do at break, that would keep him out of the playground? But somebody would have to supervise him... Maybe we could try to boost his ego a bit — is there anything he's good at?

The geography teacher: Doesn't he have any friends? Is there any way he could be encouraged to hang around with the other lads?

What can the guidance teacher do now?

— How can she break down the stereotype of David as bully?
— How can she deal with the S1 bully gangs?
— But David really does bully some pupils – is this because he is bullied?
— What will she report back to the headteacher?

What can be done?

Notes

SCENARIO 6

IT'S A STAGE SHE'S GOING THROUGH

Jane is in her last term at primary school. She has recently started being snappy and bad-tempered. She doesn't see her friends any more. Her mother is worried but thinks it's a stage Jane is going through, until she discovers Jane cries herself to sleep. Jane admits that Susan, a girl in her class, is making life at school miserable. Susan tells the other girls lies about her, and nobody speaks to her. Jane's mother contacts the school and sets up an interview with Mrs Nicol, the headteacher. She listens patiently. Girls often fall out, she says. Jane will be hurt, but she'll recover. Mrs Nicol says she'll have a little word with Susan, who is a very pleasant girl.

Is this enough? What about speaking to Jane?

What happened next? The bully's story

Jane's mother doesn't know whether she has been over-anxious, or whether she has been given a polite brush-off. Mrs Nicol thinks she has kept the incident low key to encourage calm reactions all round. She talks to Susan, who flatly denies telling lies about Jane, although she says she has fallen out with Jane and is now friends with Tracy instead. Susan is sorry if Jane is upset but says that Jane is a bit of a cry-baby. Mrs Nicol tells Susan she should be friends with all the girls in her class. Susan says that she is, although Tracy is her best friend. Mrs Nicol thinks she has made her point.

What can she do next? How can she find out more?

The class teacher's view

Mrs Nicol looks at the class list, to see just who is in the same class, then she talks to the class teacher. Mrs Nicol says she needs to find who in that class could give her more information. The class teacher argues with her, because she feels that either the pupils will say nothing, or that Mrs Nicol will succeed in turning them all against Susan, if she isn't careful. Besides, says the class teacher, Jane is a bit of a baby.

Mrs Nicol then talks to Jane, who only says that Susan tells lies. Mrs Nicol tells Jane she should find another friend; there are lots of nice girls in her class. Jane agrees.

Mrs Nicol thinks she has resolved the problem. Has she?

What happened next? The victim's reaction

Jane can't or won't come out of her depression. She tells her mother that Susan is encouraging the other girls to make her the butt of 'jokes' and to get her into trouble with the teacher. Nobody at school likes her she says and they say they'll tell all the pupils at the secondary school about her. Jane is now terrified of going to secondary school. Jane's mother decides to go to the school again. Mrs Nicol listens, but tells her she has done what she can. Has Jane's mother considered sending Jane to a different secondary school, where she might be happier?

This headteacher is solving the problem by accepting that the bullies are right and the victim is 'different'.

— ***What other steps could the headteacher and class teacher have taken?***

— ***What policies could help to stop such situations happening again?***

Notes

CURRICULUM MATERIALS

INFORMATION 1

General/Personal Development Materials

The following is a list of materials that authors writing about bullying (including teachers and child psychologists) think useful. This list is not exhaustive but a starting point.

BALDWIN, J and WELLS, H (1979) *Active Tutorial Work: The Second Year.* Oxford: Blackwell.

BOWERS, Sue (1987) *Ways and Means: An Approach to Problem Solving.* The handbook of Kingston Friends Workshop in conjunction with the Learning Difficulties Project, Kingston Polytechnic. Available from: Quaker Meeting House, 76 Eden Street, Kingston upon Thames KT1 1DJ.

CHILD'S PLAY INTERNATIONAL (1991) *Bully For You.* Swindon: Child's Play International.

DAVIES, G (1986) *Second Year Tutorial Handbook.* Oxford: Blackwell.

ELLIOTT, Michele (1988) *Keeping Safe: A Practical Guide to Talking with Children.* London: Hodder & Stoughton.

ELLIOTT, Michele (1991) *Feeling Happy, Feeling Safe.* (ages 3-6). London: Hodder & Stoughton.

FOSTER, J (1986) *Lifelines.* London: Collins.

GRUNSELL, A (1989) *Let's talk about Bullying:* F Watts.

GRUNSELL, A (1990) *Let's talk about Racism:* F Watts.

KNOX, Patricia (1990) *Troubled Children: Fresh Look at School Phobia.* Self Publishing Association.

MARLAND, M *et al* (1989) *Longman Tutorial Resources.* Harlow: Longman.

MASHEDER, Mildred (1986) *Let's Co-operate.* (ages 3-11) London: Lithosphere Printing Corporation.

MASHEDER, Mildred (1989) *Let's Play Together. Co-operative games for all ages.* London: Greenprint.

MILLS, J, MILLS, R and STRINGER, L (1985) *Choices.* Oxford: OUP.

NATIONAL COACHING FOUNDATION (1986) *Play the Game* deals mainly with sport and puts winning into perspective. For further information on this and other publications contact: The N.C.F., 4 College Close, Becket Park Leeds LS6 2QH (Tel: 0532 743889)

NICHOLAS, Frances (1987) *Coping with Conflict: Teachers' Resource Book for the Middle School Years.* Learning Development Aids, Duke Street, Wisbech, Cambridgeshire.

ORLICK, T (1982) *Co-operative Sports and Games Book.* (A resource book containing activities to encourage co-operative behaviour). Random House, U.S.

PEACE EDUCATION PROJECT, 6 Endsleigh Street, London WC1 071 435 2182. A variety of materials available.

PEARCE, John (1989) *Fighting, Teasing and Bullying.* A short introduction for parents and teachers. Thorsens.

PRUTZMAN, P (1978) *The Friendly Classroom for a Small Planet: A practical handbook.* Avery Publishing Group.

ROSS, Carol and RYAN, Amanda (1990) *Can I stay in today, Miss? Improving the School Playground.* London: Trentham Books.

TATTUM, Delwyn P and HERBERT, Graham (1990) *Bullying: A Positive Response (Advice for Parents, Governors and Staff in Schools).* Cardiff, CIHE Learning Resources Centre. Available from D Tattum, Faculty of Education, Cardiff Institute of Higher Education, Cyncoed Road, Cardiff, CF2 6XD.

THACKER, J (1983) *Steps to Success: An Interpersonal Problem-solving Approach for Children.* Windsor: NFER Nelson.

WINNERS ALL — Co-operative games for all ages (1980). Ideas for games to play. Pax Christi, 9 Henry Road, London N4 21H.

Fiction: Primary

BROOME, A (1984) *Willy the Wimp*. London: Methuen.

BYARS, B (1988) *The Eighteenth Emergency*. London: Puffin Books.

ELLIOTT, M (1986) *The Willow Street Kids: It's your right to be safe*. London: Picolo/Andrew Deutch.

GODDEN, R (1972) *The Diddakoi*. London: Puffin Books.

HEUTOFF, N (1977) *This School is Driving Me Crazy*. London: Pan Books.

KEMP, G (1988) *Gowie Corby Plays Chicken*. London: Puffin Books.

WALSH, JP (1987) *Gaffer Samson's Luck*. London: Puffin Books.

WILSON, R (1985) *Nine O'Clock Bell* (poems about school). London: Puffin Books.

KUMAR, A (1988) *The Heartstone Odyssey. Chandra's Story*. The core of this book is racial prejudice. Further information on its use in schools may be obtained from Allied Mouse Ltd; 1st Floor, Longden Court, Spring Gardens, Buxton, Derbyshire SK17 6BZ.

Fiction: Secondary

HILL, S (1982) *I'm the King of the Castle*. Oxford: Heinemann Education.

GOLDING, W (1954) *Lord of the Flies*. London: Faber & Faber.

CORMIER, R (1987) *Beyond the Chocolate War*. London: Lion Books.

HINES, B (1968) *Kestrel for a Knave*. Harmondsworth: Penguin.

HINTON, SE (1982) *Buddy*. Harmondsworth: Penguin.

HINTON, SE (1988) *That was Then, This is Now*. London: Lion Books.

HUGHES, T (1857) *Tom Brown's Schooldays*. London: MacMillan.

KIPLING, R (1987) *Stalky & Co*. London: Puffin Books.

LEE, H (1960) *To Kill a Mocking Bird*. London: Heinemann.

MADDOCK, R (1968) *Dragon in the Garden*. London: MacMillan.

NEEDLE, J (1978) *My Mate Shofig*. London: Collins.

NEEDLE, J (1980) *A Sense of Shame and Other Stories*. London: Lion Books.

SWINDELLS, R (1985) *Brother in the Land*. London: Puffin Books.

WESTALL, R (1975) *The Machine Gunner*. London: MacMillan.

Fiction: Plays

CASDAGLI, P and GOBEY, F (1990) *Only Playing, Miss*, playscript/workshops, Trentham Books.

Only Playing, Miss [video]. The original stage play performed in English. Sign language with some Bengali.

Only Playing, Miss, [playscript]: With writings from young people. Neti-Neti. All materials available from Neti-Neti, 44 Gladsmuir Road, London N19 3JU.

CALCUTT, D (1986) *The Terrible Fate of Humpty Dumpty*. MacMillan Education.

This list of materials was compiled from the following sources:

BESAG, Valerie E (1989) *Bullies and Victims in Schools*. Milton Keynes: Open University Press.

ELLIOTT, Michele (ed) (1991) *Bullying: A practical guide to coping for schools*. Harlow, Essex: Longman.

TATTUM, Delwyn P and LANE, David A (eds) (1989) *Bullying in Schools*. Stoke-on-Trent: Trentham Books.

SMITH, Peter K and THOMPSON, David (eds) (1991) *Practical Approaches to Bullying*. London: David Fulton.

IDEAS FOR IN-SERVICE

INFORMATION 2

Does teacher awareness of bullying need to be raised?

- Circulate an extract from the booklet, eg recognising bullies (pages 4/5) before a discussion group. Use **Scenario 5** (secondary) or **Scenario 4** (primary) to show how difficult it can be to recognise a bully.
- Start with a scenario relevant to your school (or create your own). Present it in sections to the group. Use the margin questions to structure discussion. Or take one of the scenarios and change the sex or age or race of the victim or the bully. Discuss the differences this change makes to definitions of bullying.
- Circulate a short list of questions to staff. Have teachers seen bullying, what was it, what did they do about it? The questions themselves will raise awareness but try to get an analysis of replies back to staff quickly.

Are teachers aware of the problem and now want help to tackle it?

- Use the section 'Immediate responses to bullying' (pages 8/9 in the booklet) as a basis for discussion and for the creation of a planned response.
- Use your other school policy documents (on discipline or on social education) with **Action in Policy 1** to clarify a policy for your school.
- Think about behaviour in the school— are there places to supervise, or particular pupils to look after (bullies or victims)? What ideas do the staff have?

Are teachers aware and tackling bullying and now want to help prevent it?

- Use the section 'Preventative tactics' (pages 10/14 in the booklet) as a basis for discussion and for decisions on greater involvement in promoting positive behaviour.
- Pupils can be involved more in preventative tactics—plan how to carry out the ideas in **Action in Policy 2.**
- Consider how curriculum materials can be used. Some titles and sources of further information are suggested in **Information Sheet 1**.

Notes

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